

# HOW CONVERSATIONAL GOALS ARE NEGOTIATED DURING A JAPANESE TELEPHONE CONVERSATION

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## 1 Introduction

In this paper I analyze how two participants negotiate in the achievement of their interactional goals specifically to get a ride to a party. Conversational negotiation of the purpose of the phone call is crucial for maintaining good relations between the participants throughout the phone call as well as after the phone call is over. Following Chafe's (1994) description of information flow, I analyze the telephone conversation used in this study in terms of 1) topics, i.e., the supertopic, basic-level topics and subtopics, 2) distribution of the functions of the intonation units and 3) "preoccupied information," that is information which is specifically related to the purpose of the phone call. In particular, I focus on the way that topics are initiated and developed and how previous topics are reintroduced.

I analyze each utterance in the conversation used in this study in terms of Halliday (1985) and Chafe's (1994) six functional categories and demonstrate how intonation units join together in strings to form the overall organization of the conversation and contribute to the participants' understanding of the flow of the conversations. In particular, I focus on how intonation units related to the purpose of the phone call are presented in the interaction.

## 2 Previous research

Halliday (1985: 53) posits three "kinds of meaning" or "metafunctions," 1) ideational, 2) interpersonal and 3) textual. "Ideational meaning is the representation of experience, our experience of the world that lies about us and also inside us, the world of our imagination. It is meaning in the sense of 'content.' Interpersonal meaning is meaning as a form of action: the speaker or writer doing something to the listener or reader by means of language. Textual meaning is relevance to the context: both the preceding (and following) text, and the context of situation." Halliday views a clause as functioning simultaneously as a message (the ideational function), an exchange (the interpersonal function), and a representation (the textual function).

Chafe (1994) suggests three additional functional categories to supplement Halliday's functions: 4) the cognitive function which relates to memory, e.g., utterances such as "Let me see," 5) the epistemic function which relates to the source of information, e.g., utterances such as "I think/guess" and 6) the emotive function, e.g., utterances such as "Wow!"

Chafe (1994) also distinguishes between the information expressed in an intonation unit or clause which is "new" and information which is "old." He analyzes the activation cost of this information based on whether it is given, accessible or new. Given information is information that is already active at that point in the conversation, accessible information is information that has been activated from a previously semiactive state and new information is information that is newly activated at the point where it is introduced into the conversation. Given information is least costly, accessible information is somewhat more costly and new information is the most costly because it requires the most mental effort to convert an idea from the inactive to the active state. Chafe (1994) demonstrates that intonation units which usually convey some new information include no more than one new idea. Subjects tend to be given and predicates new with some exceptions (verb-object constructions, postverbal prepositional phrases, attributive adjectives used with nouns and combinations of two or more content words). Chafe (1994: 121) points out that there are three

different levels of topic in a conversation: supertopics that tie together groups of basic-level topics, basic-level topics, which may in turn contain subtopics, and subtopics, the lowest level of topics

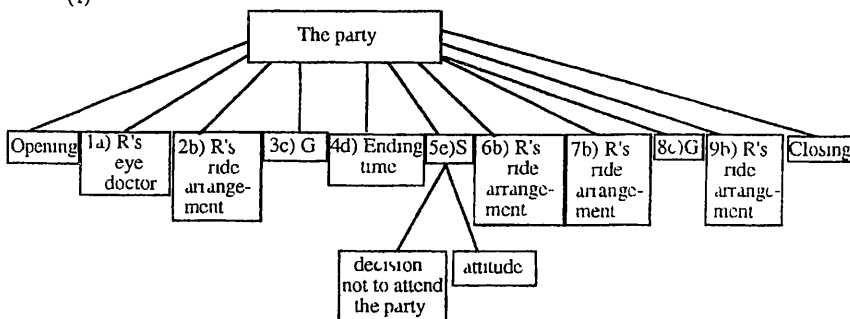
### 3 Analysis

The data used for this study were a telephone conversation between two women, Ms Tanaka in her late 20's and Ritsuko in her early 20's. Ms Tanaka was a teacher at a college where Ritsuko was studying as a Japanese exchange student who often complied with Ritsuko's requests for rides. Prior to this phone call, Ritsuko called Ms Tanaka at her office to ask if she could give her a ride to the eye doctor's office that day. This prior conversation ended abruptly because Ms Tanaka had a student in her office at the time and promised to call Ritsuko back later.

#### 3.1 Subtopics, topics and supertopics

I analyzed the topics in the conversation<sup>1</sup> used in this study using Chafe's three topic levels as shown in (1)<sup>2</sup>. There were nine basic-level topics, one of which included two subtopics. I designated "the party" as the supertopic of this conversation because all the basic-level topics were related to the party.

(1)



The supertopic of this conversation is the party which they are going to that night. Topic 1a, R's eye doctor, ends shortly after Ms Tanaka finds out that Ritsuko does not need to go to the doctor on that day after all. In Topic 2b, Ritsuko mentions that she will see Ms Tanaka at the party and makes arrangements for a ride to the party. In Topic 3c, Ms Tanaka and Ritsuko discuss George, a person who will be at the party and in Topic 4d, they discuss the ending time of the party. Topic 5c concerns Shuuzoo, a person who decided not to go to the party and consists of two subtopics, Shuuzoo's decision not to go to the party and Shuuzoo's general attitude.

Chafe defines preoccupied information as information specifically related to the purpose of the phone call. In this conversation, Ritsuko is preoccupied with getting a ride to the party throughout the conversation. She waits for the right time to bring up information related to her ride and reintroduces this topic several times in Topic 6b, 7b and 9b. Although Ms Tanaka often gave Ritsuko rides prior to this conversation, Ms Tanaka was not as willing to comply with Ritsuko's request this time because the party was in walking distance from Ritsuko's dorm.

<sup>1</sup> The entire conversation is in the Appendix.

<sup>2</sup> I use numbers to indicate the chronological order of topics and lower case letters to refer to the different topics that are introduced in this conversation.

I summarize the forms used to initiate and close the topics of this conversation in (2).

(2)	Topic	Beginning	Ending
1a	Ritsuko's eye doctor	<i>Ano ne?</i> that FP	<i>Un</i> Uh huh
2b	Ritsuko's ride arrangement	<i>De</i> and (then)	<i>Wakatta</i> It is understood
3c	George	<i>Na G-kun</i> wh G-kun	<i>Un</i> Uh huh
4d	Ending time	<i>De</i> and (then)	<i>Wakarimasita</i> It is understood
5e	Shuuzoo	<i>Shuuzoo-kun</i> Shuuzoo-kun	<i>Maa n n da kedo</i> well, it's that it's ok but
6b	Ritsuko's ride arrangement	<i>Eeto zyaa etto</i> uhm well uhm	<i>Un</i> Uh huh
7b	Ritsuko's ride arrangement	<i>Dakara</i> so	<i>Wakatta</i> It is understood
8c	George	<i>G-kun</i> G-kun	<i>Un</i> Uh huh
9b	Ritsuko's ride arrangement	<i>Dakara</i> so	<i>Wakatta</i> It is understood

Ritsuko initiates topics 2b and 4d with the connective *de* 'and (then)' which has the textual function because it provides "relevance to context both the preceding, (and following) text and the context of situation" (Halliday 1985 53 in Chafe 1994 165). Minami (1983) refers to *de* as *zyunsetsu* 'a connective which connects two similar ideas' or 'introduces a result'. By initiating Topic 2b with *de* in 35R Ritsuko connects her idea about going directly to the party in 31R and 32R to her question about what time Ms. Tanaka will pick her up in 35R. Ms. Tanaka also uses *de* in 62T to initiate Topic 4d to connect Ritsuko's idea about contacting George in 59R in Topic 3c to Ms. Tanaka's idea about when the party will end in 66T.

Ritsuko reintroduces Topic b 'Ritsuko's ride arrangement' three times, first with an intonation unit with the cognitive function at the beginning of Topic 6b in 104R *Eeto zyaa etto* 'Uhm', then uhm'. This intonation unit reintroduces the topic and indicates that she is formulating her subsequent utterances. Then she reintroduces Topic b two more times using the connective *dakara* 'so' in Topics 7b and 9b.

#### 4.2 Differences in the way the participants initiate new topics and reintroduce previous topics

According to Maynard (1989, 1993), the primary use of *dakara* is causal, roughly equivalent to English "so" or "because" and *dakara* can also be used when there is no cause-effect relation to signal a point in discourse where a relevant explanation is to start. In (3) on the next page, Ritsuko's use of *dakara* in 24R in the middle of Topic 1a has a clear causal connection. Specifically it connects intonation units, 20R and 26R in a causal relation. Because Ritsuko was told to come in to see her eye doctor tomorrow, she does not have anything to do at the clinic today.

- (3) 20R *Asita kate kure tte twareta no ne?*  
 21R [De]<sup>3</sup>  
 22T [A] hontoo  
 23R Un  
 24R *Dakara,* clear causal connection  
 25R *Eto,*  
 26R *kyoo wa byoouin ni iku yoo wa nai n de,*  
 27T Un  
 28R Un
- 20R (I) was told to come in tomorrow, y'know?  
 21R [And]  
 22T [Oh] really  
 23R Yeah  
 24R *So,* clear causal connection  
 25R uhm  
 26R today it's that (I) don't have anything to do at the clinic and (so),  
 27T Uh huh  
 28R Yeah

On the other hand, when *dakara* is used to reintroduce a topic, for example, when Ritsuko reintroduces Topic 9b with *dakara* 'so' in 140R in (4) and uses *dakara* in 113R in (5) on the next page, *dakara* does not have a clear connection to earlier intonation units

- (4) 134R *nan-zi na no to ka tte itte ta kara,*  
 135T *Aa soo*  
 136R Un  
 137R *kuu tumori wa zettai aru to omou kara*  
 138T A un  
 139R Un  
 TOPIC 9b R's ride arrangement  
 140R *Dakara,* textual  
 141R *toriezu zyaa* textual  
 142R *sono koro moo ik-kai denwa nite mite kudasai*
- 134R (he) was asking (me) "What time?" so  
 135T Oh, is that so  
 136R Yeah  
 137R (I) think (he) is planning to come so  
 138T Oh, uh huh  
 139R Uh huh  
 TOPIC 9b R's ride arrangement  
 140R So, textual  
 141R anyway then textual  
 142R please give (me) a call one more time around that time

<sup>3</sup> | indicates overlapping 21E De And then and 22T A Oh

- (5) 109T *Go-zi han kara roku-zi goro wa iru?*  
 110R *Un iru*  
 111T *A honto?*  
 112R *Un*
- TOPIC 7b R's ride arrangement  
 113R *(Dakai) yanoo deru mae ni mosi are dattara denwa irete kurete mo [kamawanau si]* formulate thoughts, present hesitant attitude  
 114T *[Un] zyaa soo suru*  
 115R *Un*
- 109T Will (you) be (there) from five thirty to six?  
 110R Yeah, I will be  
 111T Oh, really?  
 112R Uh huh
- TOPIC 7b R's ride arrangement  
 113R So uh-hm it's okay (with me) if you give me a call before leaving and  
 114T [Uh huh] then (I) will do so formulate thoughts, present hesitant attitude  
 115R Uh huh

Ritsuko needs to introduce Topic b "Ritsuko's ride arrangement" because Ms. Tanaka does not respond to her request promptly and definitively. Ritsuko probably brings up George again in Topic 8c to emphasize that she is doing Ms. Tanaka a favor by contacting him and thus makes her ride request more acceptable to Ms. Tanaka.

#### 4.3 Presentation of utterances related to the purpose of the phone call

In this conversation, R. referred to the purpose of her phone call four times, all in the early part of the topic transitions in Topics 2b, 6b, 7b and 9b. Ritsuko begins Topic 2b as shown in (6) with her question in 35R *De na <> nan-zi goro* (0.8) 'And wh <> around what time (0.8)' which is followed by a 0.8 second pause where she organizes her thoughts. Then in 37R, she says *Mukae ni kite moiaeru?* 'Can (I) have (you) come to pick me up?' and Ms. Tanaka accepts Ritsuko's request.

- (6) TOPIC 2b R's ride arrangement
- 35R *De na <> <sup>4</sup>nan-zi goro, (0.8)* textual  
 36T *[1 U 1]<sup>5</sup>*  
 37R *[1 Mu 1] kae ni kite moiaeru?*  
 38T *Un i[2 i yo 2]*  
 39R *[2 Kama 2] wana?*  
 40T *Roku-zi gurai ni,*  
 41R *Un*
- TOPIC 2b R's ride arrangement
- 35R And wh <> around what time (0.8) textual  
 36T [1 Yea 1]  
 37R [1 Can (I) have (you) 1] come to pick me up?  
 38T Yeah, [2 it's okay 2]  
 39R [2 (You) don't 2] mind?  
 40T Around six  
 41R Uh huh

<sup>4</sup><> indicates a pause of less than 0.2 seconds

<sup>5</sup>[1 - ] indicates overlapping with [1 1] and [2 2] indicates overlapping with [2 2]

Ritsuko reintroduces Topic b for the first time in Topic 6b as shown in (7) with her intonation unit in 104R *Eeto zyaa etto* 'Uhm, then uhm' followed by a 0.4 second pause. Emmett (1996) has analyzed *etto* 'uhm' and *anoo* 'uhm,' which she refers to as interactional markers, in terms of 15 functions. Ritsuko's use of *etto* is cognitive and indicates that she is trying to figure out the situation to present her suggestion to Ms. Tanaka in 105R *Sensee deru mae ni denwa kurete mo kamawanai si* 'Teacher, it's okay with me if you give me a call before leaving.' Ritsuko probably prefaces her suggestion with *eeto* 'uhm' because Ms. Tanaka is older and an instructor at the college where Ritsuko is a student. Then Ritsuko indicates that she will be in her room in 107R and 108R and Ms. Tanaka confirms the time that Ritsuko will be in her room in 109T.

## (7) TOPIC 6b R's ride arrangement

- 104R *Eeto zyaa etto*, (0.4) cognitive figuring the situation  
 105R *Sensee deru mae ni denwa kurete mo kamawanai si*  
 106T *Un*  
 107R *Sono koro ata anoo*  
 108R *heya ni iru kara*  
 109T *Go-zi han kara ioku-zi goro wa uu?*  
 110R *Un iru*  
 111T *A honto?*  
 112R *Un*

## TOPIC 6b R's ride arrangement

- 104R Uhm, then uhm (0.4) cognitive figuring the situation  
 105R Teacher, it's okay (with me) if you give me a call before leaving and  
 106T Uh huh  
 107R Around that time I uhm  
 108R will be (in my) room so  
 109T Will (you) be (there) from around five thirty to six?  
 110R Yeah, I will be  
 111T Oh, really?  
 112R Uh huh

Ritsuko reintroduces Topic b a second time in Topic 7b as shown in (8) in her intonation unit 113R. English translation of (8) is on the next page. She uses *dakara* a connective which has the textual function because it remakes the frame of the topic. After *dakara*, she uses *anoo* 'uhm' an interactional marker which has the cognitive and interpersonal functions to formulate her thoughts and present a hesitant attitude. Ritsuko's intonation unit in 113R *Dakara anoo deru mae ni mosi are dattara denwa irete kurete mo kamawanai si* 'So uhm, it's okay (with me) if you give me a call before leaving and' is similar to the intonation unit she used to begin Topic 6b in 105R *Sensee deru mae ni denwa kurete mo kamawanai si* 'Teacher, it's okay (with me) if you give me a call before leaving.' Because Ritsuko is not in a position to tell Ms. Tanaka what to do, she ends her intonation units in 105R and 113R which reintroduce the purpose of her phone call with *si* 'and' and this implies that she is open to other plans besides her own. Topic 7b ends with Ms. Tanaka accepting Ritsuko's suggestion in 114T.

## (8) TOPIC 7b R's ride arrangement

- 113R *Dakara anoo deru mae ni mosi are dattara denwa irete kurete mo kamawanai si* formulate thoughts, present hesitant attitude  
 114T *[Un] zyaa soo suru*  
 115R *Un*  
 116R *Wakatta*

## TOPIC 7b R's ride arrangement

- 113R So uhm it's okay (with me) if you give me a call before leaving and  
 114T [Uh huh] then (I) will do so formulate thoughts, present hesitant attitude  
 115R Uh huh  
 116R Okay (lit , It is understood )

Finally, Ritsuko reintroduces the purpose of her phone call for the third time in Topic 9b as shown in (9). She uses *dakara* 'so' in 140R and *toriaezu* 'anyway' in 141R. These two intonation units have the textual function. Thus, Ritsuko makes her suggestion with a polite imperative in 142R *sono koro moo ik-kai denwa irete mite kudasai* 'please give (me) a call one more time around that time.' Unlike her previous intonation units in 105R and 113R which left options open to Ms. Tanaka, Ritsuko feels comfortable using the polite imperative in 142R because Ms. Tanaka has agreed to her suggestion in Topics 6b and 7b.

## (9) TOPIC 9b R's ride arrangement

- 140R *Dakara,* textual  
 141R *toriaezu zyaa* textual  
 142R *sono koro moo ik-kai denwa irete mite kudasai*  
 143T *Hai*  
 144R *Un*  
 145T [*Soo simasu* ]  
 146R [*Wakatta* ]

## TOPIC 9b R's ride arrangement

- 140R So, textual  
 141R anyway then textual  
 142R please give (me) a call one more time around that time  
 143T Yes  
 144R Uh huh  
 145T [(I) will do so ]  
 146R [Okay (lit It is understood) ]

## 4.4 Intonation units and functions

There were 140 intonation units in Topics 1 through 9, 86 uttered by R and 54 by T. The distribution of the intonation units by functions are given in Table 1 and Table 2. See Table 2 on the next page.

TABLE 1 (actual count)

Type/Topic #	1 a	2 b	3 c	4 d	5 e	6 b	7 b	8 c	9 b	Total
Ideational	8	7	6	2	13	5	2	8	2	49
Interpersonal	12	5	9	4	15	3	1	13	2	64
Textual	4	5	0	2	1	0	1	0	3	12
Cognitive	4	0	1	1	0	1	0	0	0	7
Epistemic	0	0	0	0	4	0	0	2	0	8
Emotive	0	0	0	0	0	0	0	0	0	0
Total IUs	28	11	16	9	33	9	4	23	7	140

TABLE 2 (percent of total)

Type/Topic #	1 a	2 b	3 c	4 d	5 e	6 b	7 b	8 c	9 b	Total
Ideational	29%	45%	38%	22%	39%	56%	50%	34%	29%	35%
Interpersonal	43%	45%	56%	45%	46%	33%	25%	57%	29%	46%
Textual	14%	20%	0	22%	3%	0	25%	0	42%	8%
Cognitive	14%	0	6%	11%	0	11%	0	0	0	5%
Epistemic	0	0	0	0	12%	0	0	9%	0	6%
Emotive	0	0	0	0	0	0	0	0	0	0

Topic 1a "Ritsuko's eye doctor" and Topic 4d "The ending time", show similar distributions. In both Topic 1a and Topic 4d, one of the participants has more information than the other (Ritsuko has more information than Ms. Tanaka about the eye doctor and Ms. Tanaka has more information than Ritsuko about the ending time of the party) and explains using intonation units with the ideational function while the other acknowledges this information using interpersonal intonation units. It is also interesting to note that Topics 6b and 7b have distributions that are the opposite of Topics 3c and 8c. In Topics 6b and 7b, Ritsuko negotiates her ride arrangement and in Topics 3c and 8c, Ms. Tanaka negotiates with Ritsuko to get her to contact George. While Ritsuko uses more ideational utterances than interpersonal utterances, Ms. Tanaka uses more interpersonal utterances than ideational utterances.

I indicate the percentage of intonation units in each functional category for R in Table 3 and for T in Table 4.

TABLE 3 R's intonation units

Type/Topic #	1 a	2 b	3 c	4 d	5 e	6 b	7 b	8 c	9 b	Total
Ideational	40%	33%	44%	0	55%	66%	34%	38%	20%	42%
Interpersonal	20%	50%	56%	75%	35%	17%	33%	62%	20%	38%
Textual	20%	17%	0	25%	5%	0	33%	0	60%	13%
Cognitive	20%	0	0	0	0	17%	0	0	0	6%
Epistemic	0	0	0	0	5%	0	0	0	0	1%
Emotive	0	0	0	0	0	0	0	0	0	0

TABLE 4 T's intonation units

Type/Topic #	1 a	2 b	3 c	4 d	5 e	6 b	7 b	8 c	9 b	Total
Ideational	0	60%	29%	40%	15%	33%	100%	30%	50%	28%
Interpersonal	100%	40%	57%	20%	62%	67%	0	50%	50%	57%
Textual	0	0	0	20%	0	0	0	0	0	2%
Cognitive	0	0	14%	20%	0	0	0	0	0	4%
Epistemic	0	0	0	0	23%	0	0	20%	0	9%
Emotive	0	0	0	0	0	0	0	0	0	0

The distribution of the functions of Ritsuko's intonation units in Topic 1a where R explains why she is not going to the eye doctor is exactly the same as that of the functions of Ms. Tanaka's intonation units in Topic 4d where Ms. Tanaka who is going to host the party explains when the party will end. This suggests that when one participant has exclusive information about a topic (in 1a Ritsuko has information about the eye doctor and in 4d, Ms. Tanaka has information about the party), the speaker's utterances tend to be distributed among the ideational, interpersonal, textual, and cognitive functions. Also the distribution of the functions of R's intonation units in Topic 8c is similar to that of T's intonation units in Topic 6b. In both of these topics, one of the participants recognizes and agrees to do the request that is implied in the other participant's utterances.



## 5 Conclusion

In conclusion, I have shown that the topics in this conversation can be divided into three different levels: 1 supertopic, the party, 5 basic-level topics and 2 subtopics in topic 5E and the basic-level topics are all connected by the supertopic, the party. The connective *de* 'and (then)' was used at the beginning of new topics and the connective *dakara* 'so' for reintroducing previous topics. While *dakara* had a clear connection to the previous and subsequent utterances in the middle of topics, it did not connect the immediately preceding intonation units with subsequent intonation units when it was used to reintroduce topics. I showed that there was a similar pattern in the distributions of intonation units according to Chafe and Halliday's six functions for each participant when the topic concerned information known exclusively by only one of the two participants. This study suggests that distributions in Chafe and Halliday's functions can be used to demonstrate different ways in which participants negotiate the purpose of their phone call, in particular, what happens in the interaction during the negotiation of conversational goals.

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## Appendix

Transcription conventions	[ ]	indicates overlap between 2 intonation units
	[ ]	
	[1 1]	numbers are used to reference overlapping IUs
	[1 1]	
	< >	unclear utterance
		vowel lengthening

Conversation T Ms Tanaka female, Japanese instructor, late 20's  
 R Ritsuko female, exchange student from Japan, early 20's

## Opening

- 1T Omatase-simasita  
 2R Haa  
 3T [Haa ]  
 4R [I desu] ka?  
 5T Hai  
 6R Un

## TOPIC 1a) R's eye doctor

- 7R Ano ne?  
 8T Un  
 9R Sakki apointmentto tukutta no ne?  
 10T Un  
 11R Sositara  
 12R nanka, nnto,  
 13R atasi hora  
 14R ik-kai  
 15R anoo mite morawanakutya ikenai kara orsyasan ni [Purisuku]ripusyon motte nai kara  
 16T [Un ]  
 17T Un  
 18R Dakara kyoo orsyasan inakutte  
 19T Un  
 20R Asita kite kure tte iwareta no ne?  
 21R [De],  
 22T [A] hontoo  
 23R Un  
 24R Dakara,  
 25R Eetoo,  
 26R kyoo wa byooin ni iku yoo wa nai n de,  
 27T Un  
 28R Un  
 29R Anoo  
 30R ettoo,  
 31R tyokusetu,  
 32R a attu de,  
 33T Hai  
 34R Un

clear causal connection

## TOPIC 2b) R's ride arrangement

- 35R De na <> nan-zi goro (0 8)  
 36T [1 U 1]  
 37R [1 Mu 1] kae ni kite moraeru?  
 38T Un [2 1 yo 2]  
 39R [2 Kama 2] wanau?

textual

## English translation of the conversation

Transcription conventions [ ] indicates overlap between 2 intonation units  
 [ ]  
 [1 1] numbers are used to reference overlapping IUs  
 [1 1]  
 < > unclear utterance  
 vowel lengthening

Conversation T Ms Tanaka female, Japanese instructor, late 20's

R Ritsuko female, exchange student from Japan, early 20's

## Opening

1T I've made you wait  
 2R Yes  
 3T Yes  
 4R Is it okay (for you to talk)?  
 5T Yes  
 6R Yeah

## TOPIC 1a) R's eye doctor

7R Uhm  
 8T Uh huh  
 9R A while ago, I made an appointment, y'know?  
 10T Uh huh  
 11R Then  
 12R something like, uhm  
 13R I, you know  
 14R once  
 15R need to be checked by a doctor because (I) don't have a [prescription]  
 16T [Uh huh ]  
 17T Uh huh  
 18R So today the doctor was not in so  
 19T Uh huh  
 20R (I) was told to come in tomorrow, y'know?  
 21R [And]  
 22T [Oh] really  
 23R Yeah  
 24R So,  
 25R uhm  
 26R today it's that (I) don't have anything to do at the clinic so,  
 27T Uh huh  
 28R Yeah  
 29R uhm  
 30R uhm ,  
 31R directly  
 32R (I'll see you) o-over there (at the party)  
 33T Yes  
 34R Uh huh

clear causal connection

## TOPIC 2b) R's ride arrangement

35R And wh ( ) around what time (0 8)  
 36T [1 Yea 1]  
 37R [1 Can (I) have (you) 1] come to pick me up?  
 38T Yeah [2 sure 2]  
 39R [2 (You) don't 2] mind?

textual

- 40T Roku-zi gurai ni,  
 41R Un  
 42T Yotec wa site iru kedo  
 43R Roku-zi  
 44T Un  
 45R Wakatta

## TOPIC 3c) George

- 46R Na G-kun to renraku toreta kke?  
 47T Eetto nee,  
 48R [Un ]  
 49T [Kono] aida atta kara toraezu roku-zi gurai to wa itte aru kedo  
 50R A hontoo  
 51T [Un ]  
 52R [Demo] mada nanka hakkiri zikan to ka wa itte nai n da  
 53T Ite nai  
 54R A honto  
 55T Un  
 56R Maa atasii mo saa renraku tukerereba,  
 57T Un  
 58R Un  
 59R denwa-site miru kedo  
 60T A hontoo?  
 61R Un

## TOPIC 4d) Ending time of the party

- 62T De textual  
 63R Sositara  
 64T Eetto,  
 65R Un  
 66T Itoito isogashi to omou kara hati-zi han ka ku-zi goyo ni wa  
 67R Un  
 68T owaru kara  
 69R Hai hai [waka]nmasita  
 70T [Un ]

## TOPIC 5c) Shuu/oo

S's decision not to attend

- 71R Shuuzoo-kun wa konai n desyoo?  
 72T Soo itte ta  
 73R Nee  
 74T Dakara doo site ka naa to ka omotte  
 75R Un  
 76R [Nanka isogashi]  
 77T [Teepu ni toraieru] no ya na n da naa to ka omotte  
 78R Un {laugh}  
 79R Isogashi to ka itte ta si nce  
 80T Un soo

S's general attitude

- 81R Nanka sugoi nan ka mu ito site nanka syaberu kara saikin  
 82T Doo site n daroo nce  
 83R Sirana i  
 84R Nanka hottotte ru kedo

- 40T Around six  
 41R Uh huh  
 42T (I) plan to be (there) but  
 43R Six  
 44T Yeah  
 45R Okay (lit, it is understood)

## TOPIC 3c) George

- 46R Wh were you able to get a hold of George?  
 47T Uhm  
 48R [Uh huh]  
 49T [A while] ago I saw (him) so (I) told (him) at six for the time being but  
 50R Oh really  
 51T [Uh huh]  
 52R [But] it's that (you) haven't told (him) the time for sure yet  
 53T (I) haven't told (him)  
 54R Oh, really  
 55T Yeah  
 56R Well, I also if (I) can get a hold of (him),  
 57T Uh huh  
 58R Uh huh  
 59R (I'll) call (him) and see (what happens) but  
 60T Oh really?  
 61R Uh huh

## TOPIC 4d) Ending time of the party

- 62T And textual  
 63R Then,  
 64T Uhm  
 65R Uh huh  
 66T (I) think (everyone) is busy with various things so by eight thirty or nine  
 67R Uh huh  
 68T (it) will be over so  
 69R Yes, yes, [oka] y (lit, it is understood)  
 70T [Uh huh]

## TOPIC 5c) Shuuzoo

- S's decision not to attend  
 71R It's that Shuuzoo isn't coming right?  
 72T (He) was saying so  
 73R Wasn't he  
 74T So (I) wonder why he is not coming  
 75R Uh huh  
 76R [Somehow he's busy]  
 77T [I think it's that (he)] doesn't like (the idea of) being taped  
 78R Uh huh {laugh}  
 79R (He) had said (he) is busy and y'know  
 80T Yeah that's right

## S's general attitude

- 81R Somehow it's extreme somehow (he) speaks so angrily somehow recently  
 82T I wonder what is wrong (with him) huh  
 83R (I) don't know  
 84R Somehow (I'm) leaving him alone

- 85T [Un ]  
 86R [Aa iu] {laughing} hito da kara  
 87T Watasi mo soo omotte,  
 88R Un  
 89T hottoite ru  
 90R Nee  
 91T Un  
 92R Honto otona zya nai yo nee  
 93R Iraitra-site kityau aa iu hito {laughing} mite ru to  
 94T {laugh}  
 95R Suggoi iraitra site kityau no mite ru dake de nanka  
 96R Nnn tabun koo iu no honto ni ken-en no naka tte iu n daroo naa to ka omou na  
 97T Soo ka mo sirenai ne[1 e 1]  
 98R [1 Uu 1]n  
 99T [2 Nee 2]  
 100R [2 Ka 2] o mireba gyaa-gyaa nau kara nee  
 101T Un  
 102R Soo  
 103R Maa u n da kedo

## TOPIC 6b) R's nde arrangement

- 104R Eetoo zyaa ettoo, (0 4) cognitive figuring the situation  
 105R Sensee deru mae ni denwa kurete mo kamawanai si  
 106T Un  
 107R Sono koro ata anoo  
 108R heya ni iru kara  
 109T Go-zi han kara roku-zi goro wa iru'  
 110R Un iu  
 111T A honto'  
 112R Un

## TOPIC 7b) R s nde arrangement

- 113R Dakara anoo deru mae ni mosi are dattara denwa nite kurete mo [kamawanai si]  
 114T [Un] zyaa soo suru formulate thoughts present hesitant attitude  
 115R Un  
 116R Wakatta

## TOPIC 8c) George

- 117T George-kun ni hanasi ga tu [George-kun zya] nai,  
 118R [Un ]  
 119T K-kun ni,  
 120R Hai hai  
 121T hanasi ga tutawaru to  
 122R [1 Un 1]  
 123T [1 u 1] naa  
 124R [2 Un 2]  
 125T [2 to omotte 2]  
 126R wakatta  
 127R Renaku narutake tuki-eru yoo ni  
 128T [Un ]  
 129R [Un ]  
 130R nan-kai mo un kakaru yoo ni site mitu kana  
 131T Hai  
 132R Kimoo mikaketa toki ni wa

- 85T [Uh huh ]  
 86R [He's that kind] of {laughing} person so  
 87T I also think so and  
 88R Uh huh  
 89T (I)'m leaving him alone  
 90R Right  
 91T Yeah  
 92R Really (he) is not (behaving like) an adult, is he  
 93R (I) fell so frustrated when (I) see that kind of person  
 94T {laugh}  
 95R (I) really feel frustrated just looking at (him)  
 96R Uhm (I) think that probably, really it's these kinds (of people) are antagonist.  
 97T That might be true, [1 isn't it 1]  
 98R [1 Yeah 1]  
 99T [2 Isn't it 2]  
 100R [2 (Wc) quarrel 2] whenever we see each other so, y'know  
 101T Yeah  
 102R That's right  
 103R Well it's that it's okay (not to talk about this further) but

## TOPIC 6b) R's ride arrangement

- 104R Uhm , then uhm (0 4) cognitive figuring the situation  
 105R Teacher it's okay (with me) if you give me a call before leaving and  
 106T Uh huh  
 107R Around that time I uhm  
 108R will be (in my) room so  
 109T Will (you) bc (there) from five thirty to six?  
 110R Yeah I will be  
 111T Oh really?  
 112R Uh huh

## TOPIC 7b) R's ride arrangement

- 113R So uhm it's okay (with me) if you give me a call before leaving and  
 114T [Uh huh] then (I) will do so formulate thoughts, present hesitant attitude  
 115R Uh huh  
 116R Okay (lit It is understood )

## TOPIC 8c) George

- 117T To George [not George]  
 118R [Uh huh ]  
 119T to K  
 120R Yes yes  
 121T if the information (about the party) gets to (him)  
 122R [1 Uh huh 1]  
 123T [1 (it would be) good 1]  
 124R [2 Uh huh 2]  
 125T [(J) think 2]  
 126R Okay (lit It is understood )  
 127R (I) will try to get a hold of (him),  
 128T [Uh huh ]  
 129R [Yeah ]  
 130R (I) will try to call him as many times as possible, uh huh,  
 131T Yes  
 132R When (I) saw (him) yesterday

- 133T Un  
 134R nan-zi na no to ka tte itte ta kara,  
 135T Aa soo  
 136R Un  
 137R kuru tumori wa zettai aru to omou kara  
 138T A un  
 139R Un

## TOPIC 9b) R's ride arrangement

- 140R Dakarai,  
 141R toriaczu zyaa  
 142R sono koro moo ik-kai denwa irete mite kudasai  
 143T Hai  
 144R Un  
 145T [Soo simasu ]  
 146R [Wakatta ]

textual

textual

## Closing

- 147R Hai zyaa tanosimi ni site ima su  
 148T Kotura koso  
 149R Un  
 150T Ongai-sima su  
 151R Hai hai  
 152R Un zyaa nee  
 153T Zyaa nee  
 154R Hai i



133T Uh huh  
 134R (he) was asking (me) "What time?" so  
 135I Oh, is that so  
 136R Yeah  
 137R (I) think (he) is planning to come so  
 138T Oh, uh huh  
 139R Uh huh

## TOPIC 9b) R's ride arrangement

140R So,  
 141R anyway then  
 142R please give (me) a call one more time around that time  
 143T Yes  
 144R Uh huh  
 145T [(I) will do so ]  
 146R [Okay (lit , It is understood) ]

textual  
 textual

## Closing

147R Okay, then (I) am looking forward to (getting together)  
 148T So am I  
 149R Yeah  
 150T Thanks (lit , I humbly request )  
 151R Yes yes  
 152R Yeah, okay (lit , then)  
 153T Okay (lit , Then)  
 154R Yes